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ABSTRACT

The twelve items in this annotated bibliography are entries in the ERIC system intended to be helpful to those implementing mainstreaming programs. The publications cited discuss promising practices concerning mainstreaming, strategies to use when a mainstreamed child presents a problem, punishment for mainstreamed children, evaluation of mainstreaming programs, a philosophical analysis of the concept of the "least restrictive alternative," and factors related to teacher attitudes toward mainstreamed children. The publications also cover the results of National Education Association hearings concerning mainstreaming, problems arising from mainstreaming and their solutions, practical tips on implementation, supplemental services for mainstreamed children, the implications of mainstreaming for cooperative learning, and results on one school's four years of experience with mainstreaming. (JM)

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The Best of ERIC presents annotations of ERIC literature on important topics in educational management.

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ERIC Clearinghouse on Educational Management

Administration of Mainstreaming

1 **Davis, E. Dale.** *Promising Practices in Mainstreaming for the Secondary School Principal.* 1977. 17 pages. ED 161 189.

The principal should be the leader, authority, and information source on implementing mainstreaming in his or her school, according to Davis.

Davis surveyed the literature since 1970 and asked fifty secondary school principals to state five to ten promising practices they would recommend to principals starting mainstreaming programs. The principals, all with programs underway, worked in Maryland, California, Texas, North Carolina, and Georgia.

Having found general agreement between the principals' comments and the literature, Davis lists the ten most often recommended practices in his report. For example, the principal should be thoroughly informed on state and federal regulations, as well as local school board policy, and should inform his faculty on such rules. The principal should motivate faculty efforts with tangible rewards (released time and so forth), assess faculty attitudes toward mainstreaming, provide a personal model of the practice of individualization, and supply the resources needed to implement individualized instruction.

Principals should also play a major role in encouraging parent involvement and create an atmosphere that nurtures the positive social readjustment of all students affected by the mainstreaming program—handicapped and nonhandicapped.

2 **Heron, Timothy E.** "Maintaining the Mainstreamed Child in the Regular Classroom: The Decision-Making Process." *Journal of Learning Disabilities,* 11, 4 (April 1978), pp. 210-16. EJ 186 801.

This article demonstrates that mainstreaming is not an either-or proposition—either a child can adjust in a regular classroom or not. Heron catalogs a wide variety of strategies available to teachers and administrators when a mainstreamed child presents a problem (academic or social).

The alternatives Heron presents are broken down into those aimed at the child, the normal peer group, and the teacher.

Among the suggestions for changing problem behavior that are aimed directly at the child, several have to do with personalizing his or her environment. This could entail providing a model to imitate, changing a seating assignment to increase teacher-student communication, or arranging peer tutoring.

For academic problems, the child may need to gain basic skills through individualized instruction, peer tutoring, or programmed instruction. Finally, various behavior modification techniques can be tried.

The next step is to look at peer relationships and improve them by teacher modeling, discussion, integrating working groups, rewarding appropriate interaction (such as with more free time for the class), or reinforcing such interaction by a few target students.

Finally, teacher behavior can be improved by providing feedback, modeling, or inservice training. Heron warns, however, against forced training, saying teachers should determine whether they could benefit and which skills to improve.

All the suggestions are included because of proved effectiveness in previous studies, wide applicability, and lasting effects, according to Heron.

3 **Heron, Timothy E.** "Punishment: A Review of the Literature with Implications for the Teacher of Mainstreamed Children." *Journal of Special Education,* 12, 3 (Fall 1978), pp. 243-52. EJ 188 802.

Any number of punishment systems can be effective in reducing disruptive classroom behavior, Heron points out in this review of studies involving both exceptional and normal children. Equally important, however, are his warnings about the possible side effects of certain kinds of punishments. Needed, therefore, are guidelines to govern the use of appropriate disciplinary techniques.

Studies have shown three major types of punishment to be effective: aversive stimulus (a reprimand, for instance), withdrawal of a positive reinforcer (free time), and withdrawal of an opportunity to gain reinforcement (time-out). One interesting study in a regular classroom showed a "soft" reprimand, delivered privately to a student, to be more effective than a "loud" public one.

But punishment can only suppress unwanted behaviors, Heron points out, not teach new ones. And it may have such side effects as increasing avoidance or emotional behaviors, suppressing activity, creating aversion to the classroom, developing a tolerance for punishment requiring greater and greater intensity, having a "spillover" effect on other children, reinforcing the already low self-concept of many mainstreamed children, and providing a negative model the other children may imitate when dealing with these students.

Although punishment may be needed, it must be coupled with reinforcement, Heron says. Peer rejection and negative interactions with teachers are the traditional lot of learning disabled children. "The classroom teacher will have to come to realize that a positive reinforcing environment is essential if their abilities are to be enhanced," he says.

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4 **Jones, Reginald L., and others.** "Evaluating Mainstreaming Programs: Models, Caveats, Considerations, and Guidelines." *Exceptional Children,* 44, 8 (May 1978), pp. 588-601. EJ 184 928.

Evaluation of mainstreaming programs, required both by law and common sense, is a complex process requiring the consideration of many issues, say the authors of this thorough discussion. To be useful to decision-makers, evaluations must resolve the problems of earlier studies and confront new questions.

After describing some past studies and discussing various important types of data that should be included in mainstreaming appraisals, the authors present an exhaustive set of guidelines that designers of evaluations may find helpful both in structuring their task of information gathering and in preparing their final reports to make them most useful to the readers.

The guidelines, which are also helpful in assessing evaluation reports, recommend inclusion of such details as the names and addresses of program planners and evaluators (for further inquiry) and the purpose of the evaluation. The guidelines also suggest the broad range of data that should be evaluated, such as descriptions of the mainstreaming model used, the subjects of the study (both special and regular students), and the school, the community, and its political realities. Information on instructional quality, academic achievement, attitudes, student adjustment, social acceptance, attendance, cost effectiveness, and more should also be provided.

The authors argue for a variety of methods in evaluations, ranging from statistics to observations, questionnaires, and standard tests to descriptions and analyses of individual cases. In discussing the assessment of individualized education plans they point out the dearth of adequate measures, backed up by research, to gauge achievement and pinpoint its causes. They suggest teachers should be encouraged to share their observations, even hunches, about what works and what doesn't.

"Teachers can play a critically important role in the evaluation of mainstreaming. It is the teachers, not the evaluators, who are in constant contact with the children, materials and daily problems that arise," the authors argue.

5 **Klein, Nancy K.** "Least Restrictive Alternative: An Educational Analysis." *Education and Training of the Mentally Retarded,* 13, 1 (February 1978), pp. 102-14. EJ 183 461.

The schools, the system, and the attitudes of parents and professionals all must change fundamentally to implement a true least-restrictive alternative for each child, Klein says.

Beginning with a brief history of the educational philosophies that have molded American schools, Klein indicts the essentialist model that has held sway in recent decades for shutting out whole categories of children from mainstream education and necessitating the rise of special education as a dumping ground for them.

"It is clearly unjust and certainly immoral to continue to use assessment procedures which identify the child as the root of the problem, simultaneously condoning existing school practices," she states.

In place of an educational model that offers few choices to parents and children and aims only to instill cognitive skills in "willing learners," Klein argues for maximum choice for all students, equality of educational experiences, and program decisions made by those closest to the child, including special and regular educators, parents, and the child himself or herself.

Klein presents a framework for analyzing the concept of least-restrictive alternative, including such elements as social and physical integration, instructional interactions, and ecology of the classroom situation. Because tradition, standardization in schools, and entrenched attitudes all mitigate against the changes needed, Klein proposes a massive program of reeducation for all involved in education.

Parents and children, she argues, should be able to choose from various alternatives in areas such as philosophical model, curriculum, and instruction to find the most suitable option for each child.

"If parents are to make informed choices, they need education so that they fully understand the elements of each choice, possible comparative consequences, and methods of evaluating their child's progress. Parents can become informed decision makers whose input is required as an integral part of educational planning for children."

6 **Mandell, Colleen J.,** and **Strain, Phillip S.** "An Analysis of Factors Related to the Attitudes of Regular Classroom Teachers toward Mainstreaming Mildly Handicapped Children." *Contemporary Educational Psychology,* 3, 2 (April 1978), pp. 154-62. EJ 182 479.

If mainstreaming is to be successfully implemented in existing school systems, a positive attitude on the part of the regular class teachers who receive these children is essential. Mandell and Strain discuss several factors that were found to correlate significantly with such an outlook and might be used to predict both which teachers will be positive and what kinds of school environments encourage that attitude.

Number of years of teaching experience correlated negatively with a positive attitude toward mainstreaming, Mandell and Strain found, whereas previous experiences such as courses on diagnosing learning and behavior problems, special education teaching experience, inservice programs, and the number of university courses on exceptional children were significant positive predictors.

The three positively related environmental factors—team teaching, presence of a resource teacher, and class size of twenty-five to twenty-seven—are all, the authors point out, easy to manipulate to ensure the success of a mainstreaming program.

Other factors, including the positive attitudes of principals and

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special education teachers, did not correlate with positive attitudes in teachers, but the authors suggest this may change in the future.

The negative correlation may be due to the traditional isolation of special education teachers and the separate functions carried out by teachers and principals independently in regard to mainstreaming. But "implicit in the federal guidelines is that placements are to be made by a team which would include the principal, special educator, and regular teacher. As a result of such a process, the traditional communication channels would become obsolete."

7 **National Education Association.** *Education for All Handicapped Children: Consensus, Conflict, and Challenge.* Washington, D.C.: Teacher Rights Division, 1978. 47 pages. ED 157 214.

Anticipating the problems and changes P.L. 94-142 will entail, an NEA panel held public hearings in three locations. The panel visited forty-three schools and heard from parents, teachers, administrators, and others on both the positive and negative aspects of such legislation.

The panel discovered support for the intent of the law and many problems in its implementation. This report details those problems and lists recommendations on everything from class size to transportation.

The panel chose Des Moines (Iowa), Savannah (Georgia), and North Santa Barbara County (California) for the survey, based on such factors as proportion of minority students, balance of urban and rural settings, and experience with mainstreaming laws. The surveyors included representatives of the national associations of elementary and secondary principals and the deaf, the Council for Exceptional Children, and parent advocacy groups, as well as NEA members.

This readable report, peppered with quotes from parents and professionals, provides a mix of anecdotal evidence and broader discussion of areas of conflict.

The panel found that P.L. 94-142 will require dramatic changes many public schools are not prepared to make, financially and, in some cases, bureaucratically or attitudinally. One problem, for example, lies in the fact that educational training institutions are not coordinating new training programs with the public schools. The most prevalent type of inservice training—"the fragmented one-day, half-day, or two-day meetings and workshops, having little continuity of purpose and content"—teachers consider the least helpful.

The panel recommends the creation of more practical and relevant preservice and inservice training, teacher centers, and continuing inservice training by resource teachers.

Other recommendations cover such areas as time, paperwork, accountability, and child identification, including migrant and other isolated groups.

8 **Orelove, Fred P.** "Administering Education for the Severely Handicapped after P.L. 94-142." *Phi Delta Kappan,* 59, 10 (June 1978), pp. 699-702. EJ 181 510.

Mandatory public education may be in everyone's best ultimate interests, but in the transitional period administrators are faced with a raft of problems. The perils include the threat of lawsuits stemming from noncompliance with the many requirements of P.L. 94-142 and the response of anxious parents of handicapped and nonhandicapped children alike.

Orelove gives an overview of these problems where administrators can be especially vigilant of the concerns of students, parents, professionals, and the community, but he concludes "no task is insurmountable."

Some school districts began educating exceptional children several years ago, he points out. "Having weathered the initial tribulations and the aftershocks, they now handle the daily affairs routinely."

Some new considerations administrators must deal with are teaching life skills in natural—nonschool—environments, giving relief to teachers who may find their traditional free times being taken up teaching eating and social skills during lunch and recess periods, coping with the lack of qualified special teachers by providing more inservice training, and helping professionals from many disciplines develop a smooth team delivery of services to handicapped children.

Orelove warns that administrators may be liable to lawsuits in the next decade for failure to live up to the due process provisions of the law or on quality issues: adults conceivably will sue because of failings in the special education they received as children.

9 **Paul, James L.; Turnbull, Ann P.;** and **Cruickshank, William M.** "Mainstreaming: A Practical Guide." 1977. 147 pages. ED 157 606.

The promise of this book's title is lived up to with voluminous detail on the planning, training for, and implementing of mainstreaming, down to such practical guidelines as not letting meetings run overlong.

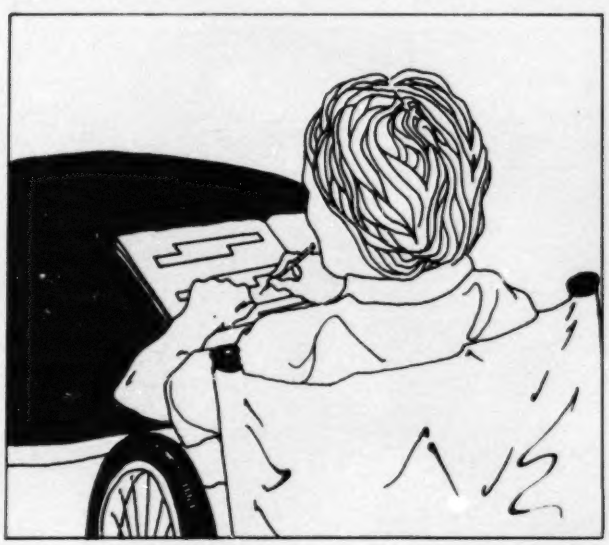
No treatise on theory, this volume begins with the assumption that mainstreaming is coming and that its essence is "the view that schools are made for students and not students for schools." Although the authors call mainstreaming a "system problem" involving all educational levels, their focus is on the local school.

Long, careful planning is advocated, and the authors break the process into phases. They offer advice on assembling a committee and making it representative of all interested groups, preparing staff, parents, and community for the new idea, identifying problems, and nurturing communication.

The authors devote a chapter each to inservice and preservice teacher education—matters of great importance, they say, to the success of a mainstreaming program. Another key element greatly emphasized is leadership in both planning and implementation. "The principal is the educational leader who must provide the necessary guidance and direction," the authors say.

10 **Ritter, David R.** "Surviving in the Regular Classroom: A Follow-Up of Mainstreamed Children with Learning Disabilities." *Journal of School Psychology,* 16, 3 (February 1978), pp. 253-56. EJ 188 395.

Most discussions of mainstreaming assume that children coming into regular classrooms from more restrictive situations will need some degree of supplemental service in addition to the general curriculum. A Vermont study on learning-disabled youngsters confirms this view.



A group of twenty children were tested for reading, math, and spelling ability three times: prior to a year in a special learning disability program, at the end of that year, and after the following year in a regular classroom. During the latter year, they received supplemental instruction in reading and math three times per week in half-hour sessions.

The children were able to maintain learning gains in reading and math during the mainstreamed year comparable to those made in the special program, but showed a significant decrease in gains in spelling.

Reading supplementation provided activities that focused on each child's observed difficulties in classroom instruction, review, clarification and repetition of class lessons, and rehearsal for future classroom group instruction. Math supplementation reviewed the concepts from the regular program and reinforced them with many game-oriented tasks.

Ritter notes that the results of this study imply that learning disabled children may need extra help if they are to maintain academic progress when moved into less restrictive programs not specially designed for them.

11 **Sapon-Shevin, Mara.** "Another Look at Mainstreaming: Exceptionality, Normality, and the Nature of Difference." *Phi Delta Kappan,* 60, 2 (October 1978), pp. 119-21. EJ 188 651.

Overattention to the many technical and administrative problems involved in mainstreaming or viewing it in isolation from other educational issues may cause us to miss the point of this whole exercise: improving education for all children.

If mainstreaming can be considered as "a conceptual and ethical issue," says Sapon-Shevin, the solutions might "be used as a catalyst for significant change in school and society."

Why not improve the whole system she asks, instead of forcing the "special" child to integrate into the "regular" mainstream, which automatically dooms a certain percentage to failure with its competition model? Sapon-Shevin argues against the exceptional-normal labels and the tendency to stress universal sameness, which implies differences among people are negative.

"Mainstreaming must be conceived of, not as changing the special child so that he will fit back into the unchanged regular classroom, but rather as changing the nature of the regular classroom so that it is more accommodating to all children," the author states.

This should be accomplished not by totally individualized learning, as some opponents of competition advocate, but by cooperation, making learning a sharing of individual strengths. Thus, "a larger number and greater magnitude of differences could be accommodated because all children in a class would not be required or expected to be functioning at an identical level."

Such a model could ease the burden on teachers by using the talents of class members for learning and ensure success in education for all the children, including those "normal" ones who would fail on a competitive grading.

12 **Sowers, Ganelda H.** "Observations of a Primary School Principal after Four Years of Experience with Mainstreaming." Paper presented at the American Educational Research Association annual meeting, Toronto, March 1978. 11 pages. ED 153 342.

The news is good: not only did exceptional students adjust well to mainstreaming in the first four years after it was instituted in this Rowan County, North Carolina, school in 1973, but all other students benefited as well.

Sowers describes her school and its population, the process of deciding on mainstreaming and preparing teachers and other staff for the change, and their extensive inservice training.

Because of this training, Sowers says, teachers benefit all pupils by being more flexible, stressing positive self-concepts and responsibility, and instituting individualized learning not only for mainstreamed children, but others, too.

"Goals have been set for other pupils as well as individual educational plans for the EMR pupils. A wide variety of materials are constructed for use in the classroom. Individualization gives each child the attention and training he needs at the level on which he is working," Sowers writes.

Peer acceptance of the special needs children is high, she says, and other children even request help from the EMR resource teacher and consider it "a real treat to be invited by an EMR pupil to accompany him to the resource room on occasion." Mainstreaming has also "created a new and exciting relationship between 'special' education teachers and classroom teachers. They are very supportive of each other. A new concept of team teaching has emerged," she says.

The educable mentally retarded pupils have made progress both socially and academically, she reports. They benefit from better modeling and from a "family grouping" system. The groups are composed of six to eight children who give each other encouragement, support, and experience in accomplishing tasks, accepting others, and developing self-discipline.

In short, Sowers concludes, mainstreaming is one way to "set free the mind of each child who enters the classroom so that he may understand as well as to know."

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